

Center for Interprofessional Practice and Education

at Washington University Medical Campus

**Goldfarb School of Nursing at Barnes-Jewish College
University of Health Sciences and Pharmacy in St. Louis
Washington University School of Medicine**



Annual Report 2022-2023



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From the Director

As the 2022-2023 Academic Year ends, I am reflecting on the last three years of delivering interprofessional education during a pandemic. The CIPE institution faculty are commended for their ability to pivot virtually and creatively to continue delivering educational sessions to future interprofessional champions. Because of their dedication, we were able to expand Phase III activities, induct our largest Master Interprofessional Educator cohort and reactivate our extracurricular student group, the Health Professional Student Leadership Council (HPSLC).

Looking ahead to the 2023-2024 Academic Year, we are *thrilled* to share that our Phase I curriculum will return in person and will be further strengthened by our now-formalized partnership with the St. Louis Community Health Worker Coalition! The Curriculum and Assessment Committee critically reviewed the feedback from the past three years to revitalize aspects of Phase I that were most appreciated by in-person learners and redesign other components to more effectively teach team-based care and address learner and facilitator concerns.



Ciarra “CJ” Walker, President & CEO of the St. Louis Community Health Worker Coalition and Heather Hageman, Director of the Center for Interprofessional Practice and Education.

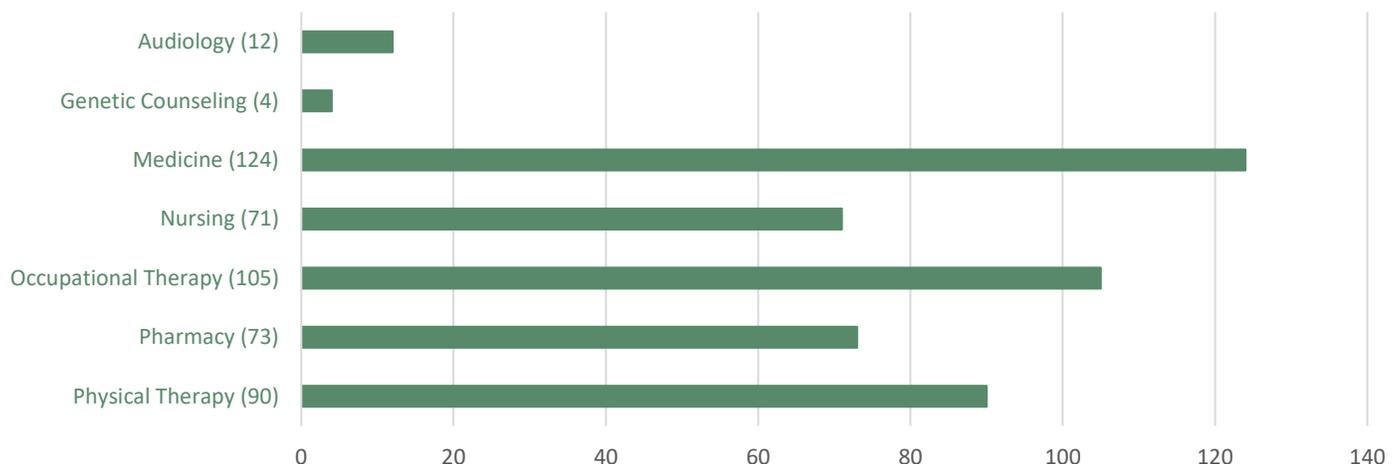
Curriculum

Phase I

The virtual Phase I curriculum in Academic Year 2022-23 consisted of three sessions that each included 1 hour of pre-work, 1.5 hours of synchronous learning, and 30 minutes of asynchronous post-work. The CIPE’s 2022 Phase I was supported by 65 faculty and clinician facilitators, which included seven session leaders, seven client/patients, eight logistics experts, two CIPE staff, and one student intern.

- Session 1: Learners are introduced to interprofessional collaboration and their team members. They also begin to understand and identify social and structural determinants of health (SSDOH) as an interprofessional team.
- Session 2: Learners learn and practice collaborative communication skills through applied improv techniques – focusing on active listening and applying the “yes, and” strategy for building trust, flexibility, presence, and empathy.
- Session 3: Learners use their knowledge of SSDOH and collaborative communication skills to brainstorm strategies for a real client/patient who navigated the health care system while under/uninsured.

PHASE I LEARNERS BY HEALTH PROFESSION (N = 479)



The Center hosted 479 learners across seven health professions in Phase I Fall 2022. The majority of learners were satisfied with each session (range from Session 1 to 3 = 57-77%), although overall satisfaction with Phase I has steadily fallen from 82-85% in 2019 through the past three virtual years. In addition to returning to the in-person format, constructive feedback included a desire for increased emphasis on profession roles and responsibilities and a focus on communication and collaboration skills.

"...it's so rewarding to work with insightful learners who demonstrate improved skills during [Phase I]. For example, one learner noted their difficulty seeing a teammate's perspectives in the first session. After practicing the 'Yes, and' communication technique, they acknowledged something 'clicked'. They showed significant growth in their collaborative communication over the second and third sessions, including providing affirmation to the client/patient and complimenting their teammates' ideas. This learner recognized their progress and noted that these skills would be 'valuable later' in future team settings."

- Melanie VanDyke, PhD, 2022 Phase I Facilitator

After reviewing the satisfaction rates and comments from learners and facilitators, in combination with the end of the COVID-19 global health emergency, the Center and its Curriculum and Assessment Committee made the determination to return to in-person programming for Fall 2023. Phase I will continue to be offered as three, 3-hour sessions. In addition, Phase I will be delivered by faculty panels rather than team facilitators. This change reduces the number of faculty needed to four per program, and was requested by CIPE educational programs due to increasingly limited faculty bandwidth.

Phase II

Standardized Patient Team Experience

The Standardized Patient Team Experience (SPTe) is a 1.5 hour hands-on experience with multiple health care professions. Standardized Patient Team members represent at least two different health care professions and may represent up to five different professions depending on program availability (medicine, nursing, occupational therapy, pharmacy, and physical therapy).

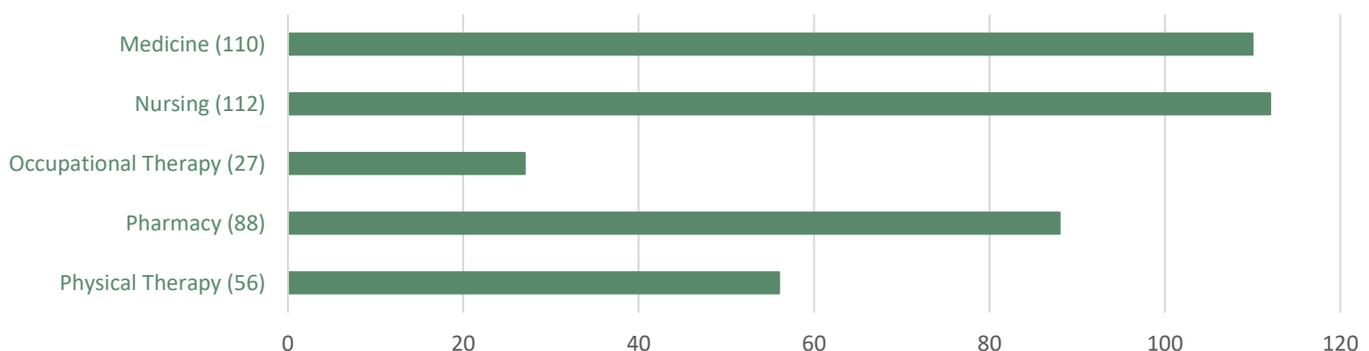


A team of IP learners work with their client/patient during an SPTe session.

Students practice the ways a health care team might function to effectively and efficiently care for a hospitalized patient/client who has had a stroke. Interprofessional learner teams determine how to work together to take a history and physical and develop an admission or discharge plan for a standardized patient. The experience is then debriefed by interprofessional faculty facilitators and the standardized patient.

The goal for the team activity is to practice and demonstrate effective communication skills during the development of an integrated, interprofessional admission or discharge plan that reflects the roles and strengths of each member of the care team as well as the needs of the patient. A total of 393 learners across five health professions participated in the SPTe activity in Academic Year 2022-23 with increased participation from the nursing program.

SPTe LEARNERS BY HEALTH PROFESSION (N = 393)



The SPTE remains a favorite among learners with a 94% overall satisfaction rate – a 16% increase from last year’s overall satisfaction rate. This positive feedback included:

“Nurses are amazing! ... it was great to sit down and talk with them in depth and realize how many practical patient care things they notice that I do not...I think that sessions like this are a major step in the direction of breaking down the patient hierarchy and increasing patient well-being.” [Medicine Learner]

“I learned that I have a [flawed] perception about doctors... I need to work on utilizing a doctor and assisting in patient care as an equal and not like the doctor knows best and I don't know anything.” [Nursing Learner]

“I appreciated that we received both positive and constructive feedback. I felt like it was a safe learning environment and that even if we made mistakes or at least did things that could have been improved, it was addressed in a productive manner...” [Medicine Learner]

The post-survey asks learners and facilitators to identify what worked well and what could be improved. This consistently yields valuable information to the planning team to make improvements to the experience. Learners reported that the SPTE was well-organized and reported that the SPTE met its learning objectives successfully

(92-99% across objectives). Common themes for improvements included ensuring each team has a strong mix of professions and diversifying the professions represented.

“[After facilitating SPTE], as a student I feel that the SPTE experience is what health professional students need before entering the real world. The light bulb went off while I was facilitating that the sole purpose of this experience was for us students to learn from one another how to collaborate to provide clients/patients with the best care, not to necessarily find the correct diagnosis or treatment plan.”

- Anastasia Jones, Pharmacy Student & CIPE APPE Intern

The SPTE was supported by 52 facilitators from six health professions in Academic Year 2022-2023. The SPTE continues to be administered six times annually, with three admission cases and three discharge cases of a client/patient who has had a stroke.

Summary of SPTE AY22-23 Administrations

Date	Case	Format	# Enrolled	Profession				
Aug 26	Admission	In person	31	Medicine	Nursing	–	–	–
Oct 21	Discharge	In person	88	Medicine	Nursing	OT	Pharmacy	PT
Dec 16	Admission	In person	51	Medicine	Nursing	–	Pharmacy	–
Feb 24	Discharge	In person	105	Medicine	Nursing	OT	Pharmacy	PT
Apr 21	Discharge	In person	85	Medicine	Nursing	OT	Pharmacy	PT
Jun 16	Admission	In person	39	Medicine	Nursing	–	–	–

Pediatrics Ethics Case Discussions

The CIPE Curriculum and Assessment Committee determined the best way to address Phase II objectives around ethics and values was to implement case discussions between pairs of CIPE professions. The model was built on the seven-year partnership between pharmacy and nursing in their Pediatrics Ethics Case Discussion (PECD). The 2-hour experience was held in person this academic year. The PECD experience consisted of:

- A brief review of biomedical ethical principles.
- Comparing and contrasting discipline specific Codes of Ethics in small group discussions.
- Discussion of two pediatric cases including reflection on personal and professional biases, legal implications, and communication implications with interprofessional team members.

In Academic Year 2022-23, 57 nursing and 20 pharmacy learners participated. Learners responded positively to the PECD’s structure, which allowed for both small- and large-group discussion, about 90% of learners felt the curriculum met its objectives and 81% were satisfied. Student feedback indicated an improvement in understanding how the profession-specific codes of ethics apply to clinical situations and increased awareness of application of ethical principles to approach to ethical decision making in pediatric cases.

Constructive feedback for both Phase II activities were focused on logistics, timing, and materials. Learners requested more time to discuss the content and interact with their teams in both activities, and SPTE learners requested more clear pre-work instructions. Neither Phase II activity received content-related improvement guidance for future action.

Phase III

Last year, the Phase III Workgroup was tasked with developing additional flexible activities for learners near graduation. The Center continues to offer the Community Interprofessional Care Coordination (Hotspotting) experience and added Reassessment Rounds (RRounds) as a new Phase III activity this year. Phase III activities continue to be a favorite among learners, with 100% reported satisfaction for both activities. Unfortunately, Interprofessional Admission and Discharge Planning on the Barnes-Jewish Hospital Medicine floors was paused this year due to a redesign of the clinical operation but is anticipated to resume in Academic Year 2023-24.

Community Interprofessional Care Coordination (Hotspotting)

The Hotspotting activity consists of two teams of senior-level learners from five health professions: medicine, nursing, occupational therapy, pharmacy, and public health. This year, the Center piloted the Community Health Worker (CHW)-coached model. With the 17% increase of our learner satisfaction, the Center will continue to offer Hotspotting in this model. Each Hotspotting team was led by a CHW coach and worked with a client/patient to:

- Describe the root causes of health disparities and impact of social determinants of health (SDOH) on health outcomes.
- Recognize the importance of screening for and addressing SDOH challenges.
- Utilize a patient-centered, interprofessional approach to address the health challenges of complex patients.
- Demonstrate positive behaviors and adaptability that result in team effectiveness and shared decision-making.

Similar to previous years' feedback for Hotspotting, learners suggested including other health professions such as social work, rotating responsibilities within the team, diversifying client/patient conditions, and providing more in-person opportunities. The CIPE looks forward to offering more in-person programming this year and to including learners from additional health programs like social work.

“One huge strength is the opportunity to build connections with students from other healthcare professions and see how everyone can work together to provide patient-centered care.

Another strength is the ability to see how social determinants of health can impact patient care and what resources we can provide to participants to navigate the healthcare system.”

- Team A Hotspotting Learner



Learners meet with their CHW coaches to discuss client/patient care plans.

Reassessment Rounds

The RRounds came to CIPE through the Physical Therapy program and was expanded as an interprofessional activity, offering senior-level learners the opportunity to reevaluate a client/patient's care. Learners from the medicine, pharmacy, and physical therapy professions presented a case with a patient safety error. Aided by a facilitator from each of their professions, teams of uniprofessional learners presented their ideas that would have improved the client/patient's hospitalization, aided in discharge planning, or could have prevented an error in the client/patient's care. The teams then debriefed interprofessionally, offering a critical eye from their health profession's perspective.

The inaugural RRounds activity was well-received, with all learners agreeing that they were able to identify problem areas, classify errors and consequences, and suggest changes in the clinical setting going forward. Learners enjoyed the concept and variety of cases and agreed the learning objectives were met, noting that everything went smoothly.

"[Doing RRounds with] 3rd year students was the most beneficial because we all had a good foundational knowledge and a good amount of clinical experience...to understand the problem as well as the knowledge to ask engaging questions... It would be interesting to see how the culture shift and mindset may change if Reassessment Rounds or components of it were incorporated earlier and throughout different curriculums."

- [Physical Therapy Learner, RRounds]

Professional Development

The CIPE awarded a record number of Master Interprofessional Educator Certificates this year to 22 clinicians and faculty – our largest cohort ever! The Center inducted one professional from each of the seven CIPE professions plus professionals in communication and social work. This brings our total number of MIE-holding IPE Champions to 57.



Pictured left to right: Rebecca Rodman, Ann Marie Mohr, Becky Schrama, Megan Burgess, Angela Painter, Catherine Gilmore, Christine Berg, Erin Arcipowski, Lauren Milton, Julie Bickers, Jackie Dwyer, Erin McRoy, Dusty Scheper, Ashley Turner and Aja Sullivan.

Audiology:

- Lauren Felton, AuD

Communications:

- Ann Marie Mohr, MA, Certified Dementia & Applied Improv Practitioner

Genetic Counseling:

- Erin McRoy, MS, CGC

Medicine:

- Kay Horner, MD
- Erin Kane, MD
- Ashely Turner, MD

Nursing:

- Erin Arcipowski, PhD, RN, TNS
- Fatemeh Choupani, PhD, RN
- Sarah Decker, APRN, FNP-C
- Angela Painter, MSN, RN
- Rebecca Rodman, MSN, RN

(Nursing Continued)

- Dusty Scheper, MSN, RN, CHSE
- Becky Schrama, MA, BSN, RN
- Aja Sullivan, MSN-ED, MBA-HCM, RN, CNE, CNRN, PMH-BC

Occupational Therapy:

- Christine Berg, PhD, OTR/L
- Lauren Milton, OTD, OTR/L
- Stacy West-Bruce, OTD, MSW, OTRL

Pharmacy

- Julie Bickers, RPh
- Catherine Gilmore, PharmD

Physical Therapy:

- Megan Burgess, DPT, OCS
- Jackie Dwyer, DPT

Social Work:

- Christa Burke, MSW, LCSW

Prior to our Master Interprofessional Educator induction ceremony, the CIPE hosted Washington University QPR Gatekeeper training to 36 faculty, clinicians, and supportive staff within the CIPE’s partnership. QPR stands for Question, Persuade, and Refer — the 3 simple steps anyone can learn to help save a life from suicide.

The CIPE hosted 19 free workshops this past year. We welcomed 135 clinicians and faculty from 11 organizations and 18 professions. Topics for workshops this year included IPE Impact on Burnout,

“The term ‘interactional suffering’ is new to me; this was the most important thing I learned about in this workshop. Suffering brought about by interacting with the health care team is just not acceptable.”
- CIPE PD Workshop Attendee; Transitions Inside the Labyrinth of Caregiving

Integrating Climate Change into Health Profession Curricula, and Transitions Inside the Labyrinth of Caregiving. Satisfaction for workshops were again very high, with 96% of attendees satisfied or very satisfied by the content delivered. While the monthly professional development workshop series is mostly offered virtually, the CIPE welcomed professionals to attend IPE 101 and IPE 201 in-person this spring for the first time since 2020!

Other Opportunities for Learners

Student-Resident Teaching Certificate

In the past year, we have added five additional certificate-holders, comprised of medicine students and residents, and we are preparing to graduate another 19 learners from three health professions as we close this academic year. This brings our total to 24 learners for Academic Year 2022-23. To earn this certificate, learners must complete the two CIPE foundational workshops, IPE 101 and IPE 201; a self-guided Pedagogy 101 course in Canvas paired with a debrief with the Washington University Center for Teaching and Learning; and facilitate one CIPE activity, such as the SPTE.

“Earning the Student IPE Teaching Certificate was an amazing experience. Through excellent lectures, active learning, and workshops, I gained invaluable knowledge and experience and how to be an effective teacher.... Additionally, many interviewers have inquired about this unique certificate [during my residency interviews] and responded positively after discussing it.”

- Austin Hannemann, Medical Student

Practicum and Capstones

The Center could not function without a team of CIPE interns. This year, 14 interns from Pharmacy and Public Health programs joined the CIPE in creating IPE content and supporting the mission of the Center. Some of their work included creating marketing materials, supporting curriculum evaluation activities with the Evaluation Center at the Washington University Brown School of Social Work, and developing new health management courses with CIPE’s community partner, Rejuvenating Client Services (RCS).



Left: CIPE MPH Intern Beeson Daoud and Nursing Student Jovan Romero with the attendees of the Cooking & Nutrition for Diabetes session developed for CIPE’s community partner, Rejuvenating Comprehensive Services.

“I could not have asked for a better first rotation...there is so much I have learned here that I will get to implement for the rest of my career. Specifically, what a quality team looks like and how I, myself, can be a better teammate and a better leader.”

- Cynthia Arackal, Pharmacy APPE Intern



Washington University Sam Fox School students presenting their ideas to CIPE Director Heather Hageman.

Three Pharmacy learners chose the CIPE as their Capstone project site, where they developed a process for disseminating HPSLC materials to learners more effectively. The Center also was selected as the focusing organization for the course, *Interaction Design: Understanding Health & Well-Being*, with the Washington University Sam Fox School of Design & Visual Arts. The interactive design learners created various content, visual aids, and promotional ideas that the Center is excited to put to use this next year.

Health Professional Student Leadership Council

The Health Professional Student Leadership Council (HPSLC) also welcomed back in-person programming this year, focusing their efforts on education, advocacy, service, and facilitation of interprofessional relationships. HPSLC works in parallel with the CIPE to promote and advance the understanding of interprofessional collaboration between all health professions on the Washington University Medical Campus.



Community Health Worker Ryan Smith, BSW, CHW, presenting at a HPSLC Lunch & Learn “Roles & Responsibilities” session.

The HPSLC sponsored a series of four Roles & Responsibilities Lunch & Learns (L&L) facilitated by the seven CIPE health professions and a community health worker during the weeks of Phase I and gave learners an opportunity to gather in person. Each session featured speakers from two professions and covered the training, roles, and responsibilities of their profession. Nearly 170 learners in total from all CIPE health professions attended the series. Additional fall and winter projects included organizing a clothing drive which collected over 700 pounds of clothes, hosting an interprofessional holiday event attended by more than 150 learners, cleaning and preparing the St. Louis Community Health Worker Coalition (STLCHWC) city headquarters for opening, and hosting an interprofessional trivia night for more than 50 learners.

The HPSLC spring programming included coordinating with the National Council of Mental Wellbeing to host two sessions of Mental Health First Aid certification, attended by 50 learners. The Council also welcomed Dr. Debra Parker Oliver, Washington University School of Medicine professor of medicine in the Division of Palliative Care and Ira Kodner Professor of Supportive Care Research, for a lunch lecture and discussion on the provision of care at the end of life. More than 40 learners from the majority of the CIPE health professions attended Dr. Oliver’s presentation. The HPSLC also provided a faculty adviser-led case discussion and interprofessional workshop covering the care of a complex syncope patient through initial emergency presentation, inpatient hospitalization, follow-up rehabilitation, and outpatient care; nearly 20 learners participated.



HPSLC helps Ciarra Walker and Ryan Smith prepare to open the STLCHW City Headquarters.

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Practice

The Center is proud to highlight deeper work with our existing partners and recognize new partnerships established this year:

- 1) The St. Louis Community Health Worker Coalition (STLCHWC) continues to work in tandem with the Center. A representative from the STLCHWC serves as an ex-officio member of our Curriculum and Assessment Committee and on the Phase I Workgroup. This year, the Coalition Director, Ciarra Walker, presented with the CIPE Director, Heather Hageman, at the Association of Schools and Programs of Public Health (ASPPH) conference in St. Louis, MO. The CIPE also recognized two of our CHW partners for their work as Hotspotting coaches: Keely Finney, CHW, LCSW and Cynthia Union-Thomas.
- 2) Pharmacy students rotating in their fourth year with CIPE are now approved to participate in the Washington University Geriatrics Memory Assessment Clinic two afternoons a week. In a unique arrangement, the students are supervised by geriatrician physicians and provide valuable pharmacological input as part of the interprofessional team.



Cynthia Thomas (left) and Keely Finney, CHW, LCSW (right) were recognized for their contribution to the CIPE's curriculum and programming at the Master Interprofessional Educator Induction & Skill-Building Event this past May.

Research

The CIPE had three publications, two oral presentations, and three poster presentations this year.

Publications

- Farrell, Timothy W. MD; Greer, Annette G. PhD, MSN, RN; Bennie, Scott PT, DSc, MBA; **Hageman, Heather MBA**; Pfeifle, Andrea EdD, PT. Academic Health Centers and the Quintuple Aim of Health care. *Academic Medicine*: October 18, 2022 - Volume - Issue - 10.1097/ACM.0000000000005031 doi: [10.1097/ACM.0000000000005031](https://doi.org/10.1097/ACM.0000000000005031)
- Jennifer Danielson, Mandy Jones, Mark Graber, Jim Ballard, **Gloria Grice**, Training for team-based diagnosis: The future of interprofessional education, *Journal of Interprofessional Education & Practice*, 2022, 100551, ISSN 2405-4526, <https://doi.org/10.1016/j.xjep.2022.100551>.
- Joseph A. Zorek, Kelly Ragucci, Jens Eickhoff, Ghaidaa Najjar, James Ballard, Amy V. Blue, Laura Bronstein, Alan Dow, Tina P. Gunaldo, **Heather Hageman**, Kelly Karpa, Barret Michalec, Devin Nickol, Janice Odiaga, Patricia Ohtake, Andrea Pfeifle, Janet H. Southerland, Frances Vlasses, Veronica Young, Meg Zomorodi. Development and validation of the IPEC Institutional Assessment Instrument, *Journal of Interprofessional Education & Practice*, Volume 29, 2022, 100553, ISSN 2405-4526, <https://doi.org/10.1016/j.xjep.2022.100553>.

Oral Presentations

- **Hageman H, Claxton R**, Hess J, Khalili H, Simpson D, **Wallace C**. Developing an Interprofessional Professional Development Program for Faculty & Clinicians, Lessons Learned. Workshop. CGEA 2023 Annual Spring Conference, Indianapolis, IN, April 18-20, 2023.
- **Hageman H**, Walker, CJ. Making Collaboration Real: Leveraging Community-Centered Interprofessional Education. Conference. ASPPH's 2023 Sections Retreat, Teaching Public Health: Health Equity For All, St. Louis, MO, June 22, 2023.

Poster Presentations

- **Claxton, R., Wallace, C., Rebecca Claxton, Johnson, H.N, Hageman, H., Daoud, B., Jacobsen, H.** *Facilitators' Perceptions on Interprofessional Education and their Clinical Practice*. [Oral and Poster Presentation]. Office of Nursing Research & Sigma Tau Iota Goldfarb School of Nursing Spring Research Day. April 6, 2023, St. Louis, MO, United States.
View the poster [here](#).
- Leonard, D.A., **Hageman, H., Boyd, T., Wallace, C.M.**, Kao, P.F. *Interprofessional Teaching Certificate Programs for Clinicians, Faculty & Trainees*. [Poster Presentation]. Washington University School of Medicine Education Day. October 11, 2022.
View the poster [here](#).
- **Claxton, R., Johnson, H., Wallace, C.M.**, Leonard, D.A., **Boyd, T., Hageman, H.** *Interprofessional Teaching Certificate Programs for Clinicians, Faculty & Trainees*. [e-Poster Presentation]. 15th Annual Barnes-Jewish Hospital Multidisciplinary Research Conference. October 19, 2022.
Watch the e-poster presentation by Dr. Rebecca Claxton [here](#).



CIPE Professional Development Team members Colleen Wallace, MD, and Rebecca Claxton, DNP, RN, at the CGEA conference.



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